



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

secured by introducing at intervals, simple *juegos* and complete forms for the first and second sessions of a *Círculo castellano*. One *juego* is a *juego geográfico* dealing with Spanish America. There are also seven lists of one hundred words each for vocabulary review, all chosen from the minimum vocabulary devised by the New York Society for the Experimental Study of Education.

At the back of the book we find a complete verb appendix, several songs, which unfortunately do not all have the true Spanish flavor, and a full vocabulary of some 1,200 words. There is no English-Spanish vocabulary, which is commendable.

This incomplete summary will indicate what an abundance of exercises of the modern type this book contains. It is carefully graded and admirably developed, and in my opinion will prove interesting and stimulating to teacher and pupil alike.

A few criticisms might be offered, however. One regrets that the anecdotes do not all have a real Spanish atmosphere, especially *El elefante y el sastré*, *La Academia silenciosa*, and the well-worn tale of La Fontaine and the apple. Then the author uses both the singular and the plural of the familiar form in some of the later anecdotes, and expects the pupil to give that form in his verb conjugations, which I believe unsuitable at that stage of advancement. I do not see the necessity, either, for the greater part of the English sentences to be translated into Spanish, as they merely repeat, for the most part, what is done more effectively in the verb studies and "series." Fortunately it is a simple matter for the teacher who does not wish to use them to omit them. Finally, I believe that it would be better not to use the book before the second semester, owing to the idioms and irregular verbs introduced from the outset.

I found no typographical errors except the dropping out of the last letters of *letreros* in the first line of page 46 and the omission of a hyphen at the bottom of page 84. The illustrations are few, but all to the point, and add to the attractiveness of this admirable and thoroughly useful book.

HENRY H. ARMSTRONG

Beloit College

TROZOS MODERNOS. Selections from Modern Spanish Writers, edited with notes, direct method exercises and vocabulary, by CAROLINA MARCIAL DORADO AND MEDORA LOOMIS RAY. Boston, Ginn and Company. 1922. 123 pp. + vocab.

This little volume contains short stories and verses by some of the most notable contemporary Spanish writers such as Ramón del Valle Inclán, Ricardo León, Azorín, Salvador Rueda, Blanco-Belmonte, Carlos Fernández Shaw, the Quinteros and Benavente. It is a pleasure to have such admirable material available for use in Spanish classes.

The language is simple and the book is well suited for use in second year of high school. The exercises based upon the text include a systematic review of grammar with material for oral drill, a study of idiomatic phrases occurring in the text and an "Estudio de palabras" in which the derivatives from the commonest words are studied and learned. This last is an interesting innovation and should prove of great benefit to students in the acquisition of a vocabulary. There are also exercises for translation into Spanish and suggestions for free composition. Ample notes and vocabulary are provided and the proof reading has been carefully done.

HERBERT H. VAUGHAN

Yale University

CONTES DE LA FRANCE CONTEMPORAINE, edited with notes and vocabulary, by W. M. DANIELS, M. A., D. C. Heath and Co., 1922. 221 pp. + vocab. Price \$1.04.

The short story writers included in this volume and classified as *Conteurs de la Vie des Provinces*, *Conteurs de la Vie Nationale*, *Un Conteur de la Vie Contemporaine*, and *Un Conteur de la Vie d'Autrefois* represent the French short story of today at its best. The first three of the four divisions contain brief introductory studies by Henry Bérenger.

The stories have been carefully chosen and each is a masterpiece. Few of them have heretofore appeared in text-book editions. The selections from Le Braz, Bazin, Le Goffic and Marin are especially good and introduce the student to excellent writers of whom he might otherwise remain in ignorance. Daudet is represented by "La Dernière Classe," Coppée by "La Vieille Tunique," Maupassant by "Les Prisonniers" and "Mon Oncle Jules," and Anatole France by "Le Jongleur de Notre-Dame."

The notes are adequate but not too numerous, and in them is incorporated a biographical notice concerning each author represented. The proof-reading and vocabulary have been carefully done.

The text should be read at the end of the second year or the beginning of the third in the High School, or in Freshman College work.

HERBERT H. VAUGHAN

Yale University

HENRY BORDEAUX, LA PEUR DE VIVRE, edited with introduction, notes and vocabulary by H. W. CHURCH. New York, Holt, (1922), 276 pp.

For several reasons the choice of this novel for class use should be commended. Bordeaux is wholesome, and our students have